

no one
talks
like
us

Level 3 English - Research

Student Resource

munted, kindy, codswallop, have one for us Bro, hogwash, full on, yeah nah, whatever, kai, big have, whanau, sweet as, knockback, straggler, wharfie, okay bye, rellies, bach, kia ora, Mainland, I'd like to but..., postie, bush, dairy, hui, eh? Yous fellas, fizzy drink, choice, chippies, pakeha, No. 8 wire attitude, turn to custard, Ear New Zealand, no-hopers, scarfie, crook, greasies, skite, gutted, palagi, beneficiary-bashing, paua, gummies, big OE, jandal,

A

Student

Guide to

New Zealand

English

Achievement Standard 3.8 Step by step guide

Achievement Standard 3.5 Helpful Hints

Achievement Standard 3.4 Helpful Hints

Why study New Zealand English?

No one talks like us.

New Zealand English is one of the youngest varieties of English. It is a vital and complex form of English and a key part of our identity.

The study of New Zealand English (NZE) has been a 'hot topic' with linguists for the last forty years. A huge amount of research into New Zealand English has been undertaken, by both New Zealand researchers and international academics. This guide provides ways and means to help you use this research for your Level 3 English Achievement Standards.

The step by step guide to 3.8 and the helpful hints for 3.4 and 3.5, are based on using **Research Banks** provided in this resource.

Index

Student Guide

- AS 3.8 Workbook 'Let's Get Critical, Critical'
- AS 3.5 Using Research Banks to develop ideas
- AS 3.4 Using Research Banks to develop ideas
- Going Deeper - Scholarship and extension
- Glossary

Research Banks

- Maori in New Zealand English
- The origins of New Zealand English
- Attitudes to New Zealand English
- Language in our workplaces
- Variety in New Zealand English
- Media Resources

Student Guide 3.8

Before you begin

Definitions

NZE This is an abbreviation for New Zealand English. It refers to the variety of English spoken in New Zealand.

RP This is an abbreviation for Received Pronunciation. It refers to a non-regional variety of English spoken by educated UK speakers. It is often used as a comparison with NZE.

Lexical items are words or chains of words.

Plagiarism

Plagiarism is when you copy from someone else's work and write it up as if it's your own. It is a complete no, no.

You can quote from an article, but you must acknowledge the author by using speech marks and footnotes.

If you paraphrase an article always give the author's name.

Working with academic articles

Academic articles start with an **Introduction** or **Abstract**. This is a summary of the question the article is addressing and the main findings of the research.

The **body** of the article contains the research methods and findings.

The article will finish with **a discussion or conclusion**. The discussion or conclusion summarizes the main findings and explains how the findings move the question forward.

The Introduction/Abstract and the Conclusion/Discussion are useful pathways to help you find your way into an article.

Student Guide to 3.8

Develop an informed understanding of literature and/or language using critical texts.

Task: 'Let's get critical, critical'

Step one

Select a topic

Linguists research the type of English used in New Zealand. Here are some of the key topics their research focuses on.

- How does Te Reo Maori shape New Zealand English?
- Where did the New Zealand accent come from?
- What are our attitudes towards New Zealand English?
- How is language used in our workplaces?
- Are there varieties of English within New Zealand English?

In order to select a topic you need to be a bit informed about the topics.

Take a look at the Research Banks.

Skim-read at least two General Introductions.

Select the topic you wish to research.

Student Guide: 3.8

Step two

Develop a hypothesis

What does that mean? It means you have to come up with a statement about NZE which you can evaluate.

For example, if your topic is: 'Te Reo Maori words in NZE', then your hypothesis could be:

That the use of Te Reo Maori words in NZE is declining.

This is a statement you can evaluate by using relevant articles from the Research Bank.

Student Guide: 3.8

Step three

Investigate your hypothesis

Go to the Research Bank that relates to your hypothesis. Read the articles in the Research Bank. You need to work with at least **two articles**.

As you read, use a tracking sheet or highlighters.

The highlighters or tracking system help you tease out and retrieve the parts of the article that relate to your hypothesis. The whole of the article may relate to the hypothesis or just a part of the article. When you have finished reading the article you should be able to answer the question.

“How does this article inform my hypothesis?”

An example of a tracking sheet

	<p>Article: de Bres, J. (2006) Maori lexical items in the mainstream television news in NZ. <i>New Zealand English Journal</i>, 20, 17 - 34.</p> <p>How does it relate to my hypothesis? <i>Shows slow progress in... but a change in... Pages 6 & 7 in particular...</i></p>

Student Guide: 3.8

Step four

Critically evaluate the articles

Go back to your hypothesis and your tracking/highlighting notes. Check that you can identify the parts in each article which inform your hypothesis.

Now make jottings about **how useful each article is** in terms of your hypothesis.

These jottings will be an important section in your essay.

For example, your notes might look like this.

Article Title:

This article was useful in supporting my hypothesis in three ways...

Or:

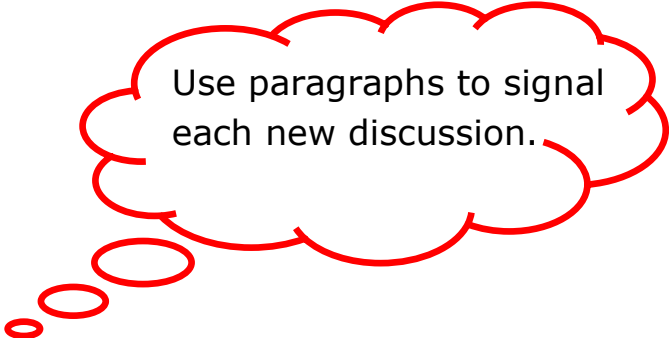
This article partially supported my hypothesis. It addressed the issue of... but didn't fully inform an answer to my hypothesis...

Or:

This article did not support my hypothesis because it did not supply enough information on... but rather it...

Student Guide: 3.8

Step five



Use paragraphs to signal each new discussion.

Now write your essay

The jottings and notes from steps three and four will help with writing the essay. The essay has to be at least 600 words.

So let's get started: Here is one of many ways you can structure your essay.

Introduction

In your introduction, start by saying what language topic you chose to investigate. Next, explain your hypothesis. Then provide the title and author of the articles you worked with.

Body of your essay

Firstly, take your first article and explain what the article is arguing.

Next explain how the article relates to your hypothesis.

Repeat this process for your second article.


Secondly, you need to critically evaluate the helpfulness and limitations of each article in light of your hypothesis. (Refer to your jottings from step 4)

Conclusion. Go back to your hypothesis and briefly summarize the findings of your investigation.

Bibliography

The Bibliography is an essential part of any research task. Organise it in alphabetical order based on the author's surname.

Make sure you get the commas and full stops in the right place.



Don't forget to proofread.

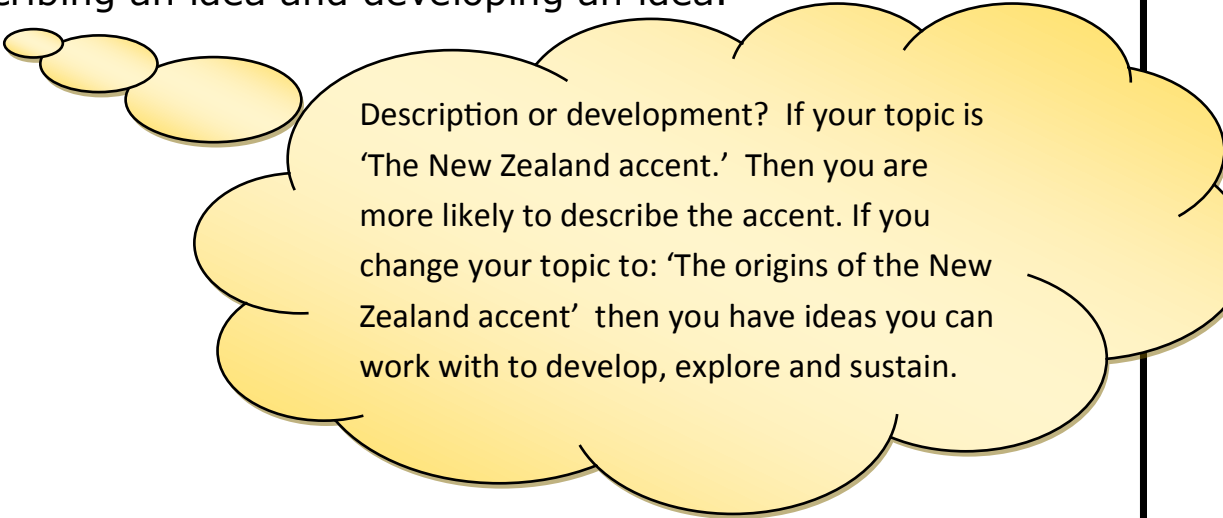
Achievement Standard 3.5

Helpful hints

Task 3.5B: "Teaching Time"

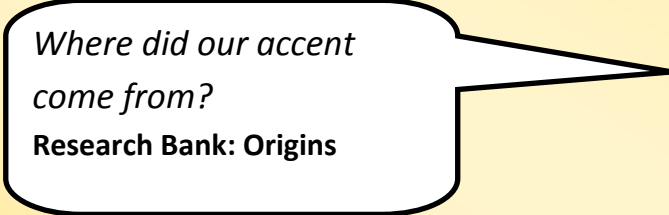
Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas

A key to success in this standard is in understanding the difference between describing an idea and developing an idea.



Description or development? If your topic is 'The New Zealand accent.' Then you are more likely to describe the accent. If you change your topic to: 'The origins of the New Zealand accent' then you have ideas you can work with to develop, explore and sustain.

The Research Banks provide research material on these ideas.



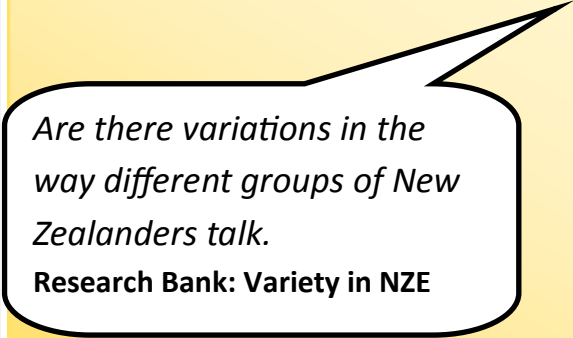
Where did our accent come from?

Research Bank: Origins



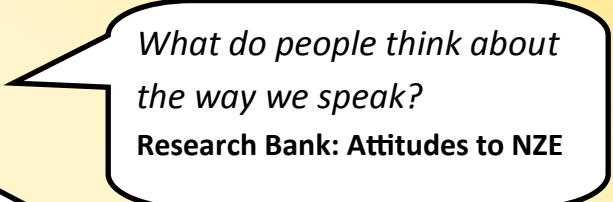
How has Te Reo Maori shaped New Zealand English?

Research Bank: Maori in NZE



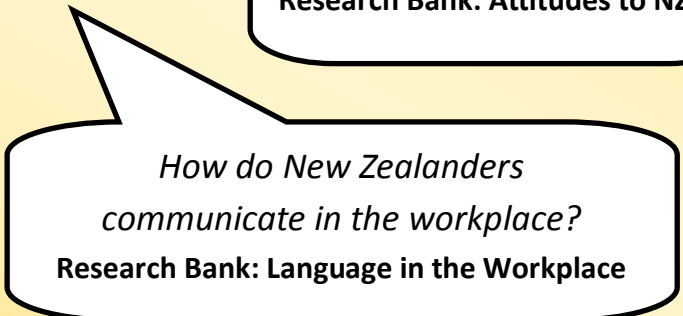
Are there variations in the way different groups of New Zealanders talk.

Research Bank: Variety in NZE



What do people think about the way we speak?

Research Bank: Attitudes to NZE



How do New Zealanders communicate in the workplace?

Research Bank: Language in the Workplace

The second component of this standard is the oral presentation. The NZQA assessment resource outlines steps in preparing a presentation.

Achievement Standard 3.4

Helpful hints

91475 English 3.4:

Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas.

This Standard requires you to develop, sustain and structure ideas in at least two pieces of writing. It is sometimes referred to as "Creative Writing" which is only partially accurate. The standard also requires the development of ideas.

Finding an idea:

Each Research Bank researches an idea. You can use the banks to explore ideas on which to base your writing.

Research Bank Ideas

Where did our accent come from?

Research Bank: Origins of NZE

How has Te Reo Maori shaped New Zealand English?

Research Bank: Maori in NZE

Are there variations in the way different groups of New Zealanders talk?

Research Bank: Variety in NZE

What do people think about the way we speak?

Research Bank: Attitudes to NZE

How do New Zealanders communicate in workplace?

Research Bank: Language in the Workplace

Achievement Standard 3.4

Write a script exploring the ideas

Write a review of a documentary

Write an essay on an aspect of New Zealand English

Write a chapter on New Zealand English for a school text book

Write a poem exploring the ideas

Imagine a character who is challenged by an idea and write a short story

Write a feature article using a Resource Bank to explore an issue.

This Standard allows you to develop ideas using different writing genres. Try to select genres that play to your strengths.

- You can develop the ideas in a well argued, formal way e.g. feature article, essay, editorial.
- You can also work imaginatively writing poems, scripts, short stories based on people, groups or ideas mentioned in the Research Banks. e.g. school inspectors (Research Bank: Origins of NZE)

Going Deeper

Extension and Scholarship

If you're wanting to go deeper into the issues, you could consider these questions.

- Should NZE be called Pakeha English and is there a Maori English (ME) dialect emerging which is spoken by ethnically Maori speakers?
- What is the future of Te Reo Maori?


Here are some articles that relate to these questions.

An article on the emergence of Maori English

Szakay, A. Maori English (from A Szakay's 2007 MA thesis at the University of Canterbury)

http://www.victoria.ac.nz/lals/research/projects/grinze/publications/Maori_English.pdf

Starks, D. & Reffell, H. (2005). Pronouncing your Rs in New Zealand English A study of Pasifika and Maori students. *New Zealand English Journal*, 19: 36-48.

 [Pronouncing your Rs in New Zealand English? A study of Pasifika and Maori students](#)

An article on the use of Te Reo

Te Rito, J. S. 2008 Struggles for the Māori language: He whawhai mo te reo Māori. MAI Review, 6.

<http://ojs.review.mai.ac.nz/index.php/MR/article/view/164/169>

Scholarship English Exam 2013 Questions

Section B Language has the power to change reality.

Section C Words have great power, in the hands of those who wield them.

Glossary

Corpus/corpora: A data bank of words, phrases and recordings which linguists use for their research.

The Wellington Corpus consists of over 1 million words.

GRINZE: Group Researching in New Zealand English. A group of research teams working on NZE projects. It is based at Victoria University.

Lexicon/lexical items: Words or vocabulary

ME: Maori English. The variety of English spoken by ethnically Maori.

NZE: New Zealand English. The variety of English spoken in New Zealand.

ONZE: Origins of New Zealand English project. This project is based at Canterbury University. Its aim is to track the origins and changes in New Zealand English.

Phonetics/ phonology: The sounds of a language

Rhotic speech: The pronunciation of the 'r' whenever it appears. It is a characteristic of American and Scottish accents and is used in Southland NZ.

RP: Received Pronunciation. The non-regional variety of English spoken by educated UK speakers. It is a prestige accent and often used as a comparison with NZE.

Research Banks

Research Bank:
Maori in New Zealand English

How has the contact between our two languages, te reo Maori and English, shaped NZE?

General Introduction

Macalister, J. "Maori lexical items"

Where can you find this article?
[grinze/publications/Maori_lexical](#)

What you'll find: An overview of

Articles

de Breg, J. (2006) Māori lexical items in New Zealand English. *New Zealand English Journal*

Where can you find this article?
[publications/nzei-backissues/2006](#)

What you'll find: The use of Māori in New Zealand English in 2004.

Research Bank
Origins of New Zealand English

Where did our accent come from?

General Introduction

Bauer, L. & Bauer, W. Origins of New Zealand English. *New Zealand English Journal*

Where can you find this article?
[grinze/publications/Origins_of_NZE](#)

What you'll find: An overview of the origins of the New Zealand accent.

Articles

Gordon, E. (2009) New Zealand English. *New Zealand English Journal*

Where can you find this article?
[nzi/past-contents/2009-vol-14](#)

What you'll find: A description of New Zealand accent.

Attitudes towards New Zealand English

General Introduction

de Breg, J. Attitudes to New Zealand English. *New Zealand English Journal*

Where you'll find this overview:
[projects/grinze/publications/Attitudes](#)

What you'll find: An overview of attitudes towards New Zealand English.

Articles

New Zealand - The Story of New Zealand English. (Documentary)

Where you'll find this clip:
[http://www.nzonscreen.com/title/new-zealand-english](#)

What you'll find: A documentary on the history of New Zealand English.

Gordon, E. (2009) "I'll write a letter to you". *New Zealand English Journal*

Where you'll find this article:
[http://www.nzonscreen.com/title/new-zealand-english](#)

What you'll find: A discussion of the use of New Zealand English in the workplace.

Research Bank:
Language in our workplaces

How do workplace relationships affect our language?

General Introduction

Marsden, S. "Regional Variation in New Zealand English"

Where can you find this article?
[http://www.victoria.ac.nz/linguistics/research/Research_in_Linguistics_and_Applied_Linguistics/Key_Themes_of_Research/Language_in_the_Workplace](#)

What you'll find: This article is a description of a study that tested the 3.8 hypothesis you may need to focus on the research.

Articles

Marsden, S. (2007). On the origins of New Zealand English. *New Zealand English Journal*

Where can you find this article?
[http://www.victoria.ac.nz/linguistics/research/Research_in_Linguistics_and_Applied_Linguistics/Key_Themes_of_Research/Language_in_the_Workplace](#)

What you'll find: An analysis of how humour affects workplace relationships.

Research Bank:
Variety in New Zealand English

How do regional accents vary in New Zealand English?

General Introduction

Marsden, S. "Regional Variation in New Zealand English"

Where can you find this article?
[http://www.victoria.ac.nz/linguistics/research/Research_in_Linguistics_and_Applied_Linguistics/Key_Themes_of_Research/Language_in_the_Workplace](#)

What you'll find: You will find an overview of regional accents in New Zealand English.

Article Bank

Marsden, S. (2007). On the origins of New Zealand English. *New Zealand English Journal*

Where can you find this article?
[http://www.victoria.ac.nz/linguistics/research/Research_in_Linguistics_and_Applied_Linguistics/Key_Themes_of_Research/Language_in_the_Workplace](#)

What you'll find: Some examples of regional accents in New Zealand English.

Research Bank:
Media Resources

Where can you find these regional accents?

NZild - The Story of New Zealand English (a documentary) NZON Screen http://www.nzonscreen.com/title/new-zealand-english-2005	Clip 1: Characteristics of NZE Clip 2: Origins of the NZ accent Clip 3: Attitudes towards NZE Clip 4: Regional Variation in NZE Clip 5: Changing trends in NZE (Maori in NZE)
YouTube clips http://www.youtube.com/results?search_query=RE%3A+NZ+accent	Clips include: Non-New Zealanders trying to talk with a NZ accent or struggling with NZ vocabulary
Evaluating English Accents Worldwide - Otago University http://www.otago.ac.nz/anthropology/Linguistic/Accents.html	Go to: 'Accent Samples' - for recordings of NZ accents (Also refer item in 'Attitudes to NZE' Research Bank!)
Canterbury University Linguistics blog http://www.linguistics.canterbury.ac.nz/wordpress.com/2013/01/24/new-zealand-english-1/	A blog on attitudes to NZE
Macmillan Brown Lectures 2005 Three lectures delivered by Elizabeth Gordon. They are available on the radio NZ website http://www.radionz.co.nz/search/results?size=28&macmillan-brown+lecture&utf8=%E2%9C%93	2005 Lectures These 3 lectures give an overview of some of the key issues in NZE research. They are great for building an understanding of your topic.

The student guide (3.8) and helpful hints for 3.5 and 3.4 are based on using **Research Banks** to help you create your work for the Standard.

The Research Banks focus on five core research questions.

Where did our accent
come from?

How has Te Reo Maori
shaped New Zealand English?

Are there variations in the
way different groups of
New Zealanders talk?

What do people think
about the way we speak?

How do New Zealanders
communicate in the
workplace?

Research Banks are made up of two parts

General Introduction: an overview of the research question

Articles: articles presenting research findings on the topic

Finding Articles

There are two ways

1. Click on the links within each Research Bank.
2. Use Victoria University of Wellington website.

Go to the Victoria University home page. www.victoria.ac.nz . Use the home page search function to search: **Research Projects, School of Linguistics** > Research Resources > Resource Bank NCEA Level 3,

The screenshot shows the website for the School of Linguistics and Applied Language Studies at Victoria University of Wellington. The page title is "Research Projects". On the left, there is a navigation menu with "Research Projects" expanded, listing several sub-projects. The main content area describes the school's research centres and ongoing projects. A red arrow points to the "Research Bank NCEA Level 3" link in the "Research Resources" section. On the right, there are sidebars for "CENTRES & INSTITUTES" and "INFORMATION ABOUT".

TE WHARE WĀNANGA O TE ĀPOKO O TE IKA A MĀUI
VICTORIA UNIVERSITY OF WELLINGTON

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

Home About Us Study **Research** Centres & Institutes Resources and Publications IELTS

You are here: Home > Research > Research Projects

Research Projects

Research Projects

- Deaf Studies Research Unit
- Group Researching in NZ English
- Online Dictionary of NZ Sign Language
- Language in the Playground Project
- Research Students
- Ian A Gordon Trust Fund

Research Projects

The School houses two internationally renowned research centres and several grant-funded research projects, many of which contain significant databases. We welcome research collaborations as well as postgraduate students in these areas.

Our Research Centres are:

- Deaf Studies Research Unit, and
- New Zealand Dictionary Centre.

Our ongoing Research Projects are:

- Corpus Linguistics
- Group Researching in New Zealand English (GRINZE)
- Language in the Workplace
- New Zealand English, and
- Use Case Analysis with Narrative Semiotics

Research Resources

Over the years the school has developed a number of [research resources](#).

Research Bank NCEA Level 3

This Research Bank is provided for secondary school students researching NZE. From time to time new resources may be added.

I A Gordon Trust Fund

CENTRES & INSTITUTES

- English Language Institute
- Deaf Studies Research Unit
- Language in the Workplace
- New Zealand Dictionary Centre

INFORMATION ABOUT

- Subjects We Teach
- Undergraduate Study
- Postgraduate Study
- MA in TESOL
- English Proficiency Programme
- Language Learning Centre

PAGE TOOLS

Research Bank:

Maori in New Zealand English

How has the contact between our two languages, te reo Maori and English, shaped NZE?

General Introduction

Macalister, J. "Maori lexical items in NZ English"

Where can you find this article? http://www.victoria.ac.nz/lals/research/projects/grinze/publications/Maori_lexical_items_in_NZ_English.pdf

What you'll find: An overview of the entry of Maori words into New Zealand English.

Articles

de Bres, J. (2006) Māori lexical items in the mainstream television news in New Zealand. *New Zealand English Journal*, 20, 17-34.

Where can you find this article? <http://www.victoria.ac.nz/lals/resources/publications/nzej-backissues/2006-julia-de-bres.pdf>

What you'll find: The use of Maori terms on television. 1984 usage is compared with 2004 usage.



Macalister, J. (2007) Revisiting Weka and Waiata: Familiarity with Māori words among older speakers of New Zealand English. *New Zealand English Journal*, 21, 34-43.

Where can you find this article? <http://www.victoria.ac.nz/lals/resources/publications/nzej-backissues/2007-john-macalister.pdf>

What you'll find: How familiar are NZE speakers with Maori words? Older speakers (65 years plus) are compared with secondary school students.


Daly, N. (2007) Kūkupa, Koro, and Kai : The use of Maori vocabulary items in New Zealand English Children's Picture Books. *New Zealand English Journal*, 21, 20-33

Where can you find this article? <http://researchcommons.waikato.ac.nz/bitstream/handle/10289/3305/Kukupa%2c%20koro%2c%20and%20kai.pdf?sequence=1&isAllowed=y>

What you'll find: A journal article on the use of Maori terms in children's picture books



Origins of New Zealand English



Where did our accent come from?

General Introduction

Bauer, L. & Bauer, W. Origins of New Zealand English

Where can you find this article? [http://www.victoria.ac.nz/lals/research/projects/grinze/publications/Origins of NZ English.pdf](http://www.victoria.ac.nz/lals/research/projects/grinze/publications/Origins_of_NZ_English.pdf)

What you'll find: An overview of some of the main theories that may explain the origins of the New Zealand accent.

Articles

Gordon, E. (2009) New Zealand English past and present: looking for the evidence. *New Zealand English Journal* 23: 19-39

Where can you find this article? <http://www.victoria.ac.nz/lals/resources/nzej/past-contents/2009-volume-23/Ian-Gordon-lecture-2-NZEJ.pdf>

What you'll find: A description of early researchers' work and the emergence of a New Zealand accent.

Bayard, D. (2000) New Zealand English: Origins, Relationships, and Prospects. *Moderna Språk* 94(1): 8-14,

Where can you find this article? <http://www.ualberta.ca/~johnnewm/NZEnglish/Bayard.pdf> If the link fails, Google search - "Bayard New Zealand English"

What you'll find: Some sections discuss the origins of NZE

Research Bank: Origins

New Zild-The Story of New Zealand English, Clip 2. NZON Screen, 2005
(Documentary)

Where can you find this clip? <http://www.nzonscreen.com/title/new-zild-2005>
Clip 2

What you'll find: A documentary on "the mixing bowl" theory.

Trudgill, P. (2001) On the irrelevance of prestige, stigma and identity in the development of New Zealand English phonology. *New Zealand English Journal* 15: 42-46

Where can you find this article? <http://www.victoria.ac.nz/lals/resources/publications/nzej-backissues/2001-peter-trudgill.pdf> .

What you'll find: Research into the influence of Scottish and Irish English on NZE.



Attitudes towards New Zealand

English

What do we think
of our accent?

General Introduction

de Bres, J. Attitudes to New Zealand English

Where can you find this overview? [http://www.victoria.ac.nz/lals/research/projects/grinze/publications/Attitudes to NZ English.pdf](http://www.victoria.ac.nz/lals/research/projects/grinze/publications/Attitudes_to_NZ_English.pdf)

What you'll find: An overview of the issues, not a point of view.

Articles


New Zild - The Story of New Zealand English, Clip 3. NZON Screen, 2005 (Documentary)

Where can you find this clip?

<http://www.nzonscreen.com/title/new-zild-2005> Clip 3

What you'll find: A documentary on attitudes to New Zealand English. It describes an experiment conducted at Selwyn College, Auckland.

Gordon, E. (2009) "I'll write a letter to the paper" – the lay person's view of New Zealand English. *New Zealand English Journal*. 23: 4 – 18.

Where can you find this article?  ["I'll write a letter to the paper" - the lay person's view of New Zealand English](#)

What you'll find: A discussion of the idea that we should use proper language.

Research Bank: Attitudes

Bayard, D. (2000) New Zealand English: Origins, Relationships, and Prospects. *Moderna Spr.k* 94(1): 8-14,

Where to find this article? <http://www.ualberta.ca/~johnnewm/NZEnglish/Bayard.pd>

What you'll find: Section 3 discusses attitudes to NZE

Evaluating English Accents Worldwide – University of Otago

Where to find this research? <http://www.otago.ac.nz/anthropology/Linguistic/Accents.html> This is a website.

What you'll find: A multinational research project which evaluated attitudes to accents. The 'Aims' and 'Methods' sections describe the research design. The 'Results' section has a page on NZE. Click on 'Results' to find a summary of attitudes to NZE. This website also has recordings of various New Zealand accents.

Gordon, E & Abell, M. (1990) The objectionable colonial dialect' historical and contemporary attitudes to New Zealand speech. In Allan Bell and Janet Holmes (eds.) *New Zealand Ways of Speaking English*. Clevedon, Avon: Multilingual Matters: 21-48.

Where to find this article? <https://www.google.com/search?q=New+Zealand+Ways+of+Speaking&btnG=Search+Books&tbm=bks&tbo=1>

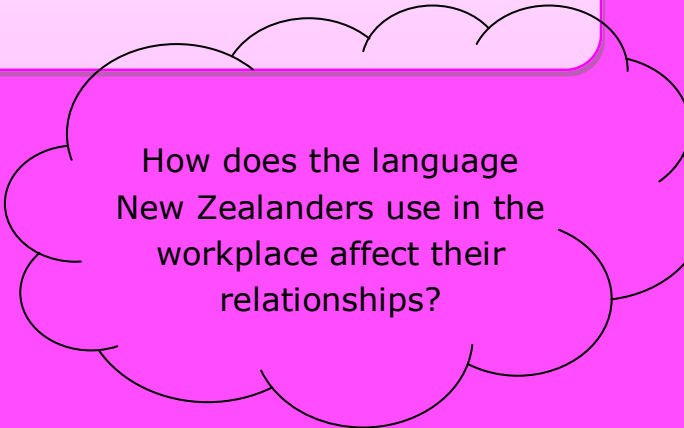
(or search 'Google Books' search by book title, and click on the article in contents page)

What you'll find: An historical overview and discussion of M. Abell's research. This is a long but well-structured article.



Research Bank:

Language in our workplaces



How does the language New Zealanders use in the workplace affect their relationships?

General Introduction

'Language in the Workplace' Marra, M.

Where can you find this article?  [Language in the Workplace](#)

What you'll find: This overview article describes a major research project into how the language people use in the workplace affects their relationships with others.

To sort out your 3.8 hypothesis you may need to focus on the research into directives, small talk or humour.

Articles

Marra, Meredith and Janet Holmes (2002). Laughing on the inside: Humour and internal politics of the workplace. *Language in the Workplace Occasional Papers 4*

Where can you find this article? 'Control click' on the article link above.

What you'll find: An analysis of how humour effects relationships in the workplace.

Research Bank: Language in our workplaces

[Holmes, Janet and George Major \(2002\). Communication on the Wards: A Pilot Study. *Language in the Workplace Occasional Papers 7*](#)

Where can you find this article? 'Control click' on the article link above.

What you will find: A study into the way language works in a hospital ward. It investigates the use of directives and humour.

[Holmes, Janet \(2000\). Victoria University's Language in the Workplace Project: An overview. *Language in the Workplace Occasional Papers 1*](#)

Where can you find this article? 'Control click' on the article link above.

What you'll find: This is a general article. It explains the main findings of research into language use in the workplace. It has a section on each research investigation.

One of the challenges of this Research Bank for 3.8 is in developing a hypothesis you can evaluate using at least two articles. One strategy is to go to the 'General Introduction' article which outlines the questions the project is researching. The Research Bank articles relate to the first 3 questions. You could use these questions to develop a hypothesis ("That..."). Then find information in the articles that may support or negate all or part of your hypothesis.

Research Bank:

Variety in New Zealand English

Are there regional variations in the way we speak?

Do some groups have their own variety of NZE?

General Introduction:

This overview article focuses on regional variation in NZ English

Marsden, S. "Regional Variation in NZ English"

Where can you find this article?

http://www.victoria.ac.nz/lals/research/projects/grinze/publications/Regional_variation_in_NZ_English.pdf

What you'll find: You will get a description of the main research into regional variation.

Article Bank

Marsden, S. (2007). On the emergence of regional varieties of New Zealand English. *New Zealand English Journal* 21: 64-72.

Where can you find this article? <http://www.victoria.ac.nz/lals/resources/publications/nzej-backissues/2007-sharon-marsden.pdf>

What you'll find: Some evidence for regional differences but...

Research Bank: Variety

Bauer, L. & Bauer, W. (2000). Nova Zelandia est Omnis Divisa in Partes Tres. *New Zealand English Journal*, 14: 7-17.

Where can you find this article? <http://www.victoria.ac.nz/lals/resources/publications/nzej-backissues/2000-laurie-bauer-and-winfred-bauer.pdf>

What you'll find: Evidence for three language regions based on children's playground vocabulary.

Bardsley, D. (2001) 'Keeping company in the country: collocations, compounds, and phrasal verbs in the rural lexicon. *New Zealand English Journal*, 15, 20-28

Where can you find this issue? <http://www.victoria.ac.nz/lals/resources/publications/nzej-backissues/2001-dianne-bardsley.pdf>

What you'll find. A study of joining and compounding of words in rural New Zealand.

Looser, D. (1999). 'BoobJargon': The Language of a Women's Prison. *New Zealand English Journal*, 13: 14-37.

Where can you find this article? <http://www.victoria.ac.nz/lals/resources/publications/nzej-backissues/1999-diana-looser.pdf>

What you'll find: An investigation into slang usage in prisons and the subject areas that attract slang usage.

Research Bank: Variety

Looser, D. (1999) Investigating Boobslang. *NZ Words*, Vol 2, No 2

Where can you find this article? <http://www.victoria.ac.nz/lals/centres-and-institutes/dictionary-centre/newsletter/documents/NZWords-no3.pdf> .

What you'll find: The 'jargon of the jail' grouped into subject categories



Research Bank:

Media Resources to support all Research Banks

<p>NZild – the Story of New Zealand English’ (a documentary) NZON Screen http://www.nzonscreen.com/title/new-zild-2005</p>	<p>Clip 1: Characteristics of NZE Clip 2: Origins of the NZ accent Clip 3: Attitudes towards NZE Clip 4: Regional Variation in NZE Clip 5: Changing trends in NZE (Maori in NZE)</p>
<p>YouTube clips http://www.youtube.com/results?search_query=RE%3A+NZ+accent</p>	<p>Clips include: Non-New Zealanders trying to talk with a NZ accent or struggling with NZ vocabulary</p>
<p>Evaluating English Accents Worldwide – Otago University http://www.otago.ac.nz/anthropology/Linguistic/Accents.html</p>	<p>Go to: ‘Accent Samples’ - for recordings of NZ accents (Also refer item in: Research Bank - Attitudes to NZE).</p>
<p>Canterbury University Linguistics blog http://uclinguistics.wordpress.com/2013/01/24/new-zealand-english-1/</p>	<p>A blog on attitudes to NZE</p>
<p>Macmillan Brown Lectures 2005 Three lectures delivered by Elizabeth Gordon. They are available on the radio NZ website http://www.radionz.co.nz/search/results?page=2&q=macmillan+brown+lectures&utf8=%E2%9C%93</p>	<p>2005 Lectures These 3 lectures give an overview of some of the key issues in NZE research. They are great for building an understanding of your topic.</p>

Why study New Zealand English?

- It identifies us as New Zealanders.
- It makes us aware of changes to our society.
- It builds confidence. We speak a rich and unique variety of English.

Language is a defining factor in making us humans. Linguistics is the scientific study of language. Linguists work globally: teaching non-English speakers, working in IT, practising as Speech and Language Therapists, wherever people need to communicate clearly

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Maori.org.nz for 'ngutu kaka' patterns.

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